

# EQUALITY OBJECTIVES

## St George’s First School and Nursery



Date: Autumn 2023  
Review of policy due: Summer 2024

Signed by: Chair of Governors

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### 1 Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 2 Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

This document also complies with our funding agreement and articles of association.

## 3 Roles and responsibilities

The Local Governing Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Raise and discuss any issues with the Local Governing Board.
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4 Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and members of the Local Governing Board are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

## 5 Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or who are learning English as an additional language).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. providing a range of parent teacher consultation times to enable the parents of Muslim pupils to take them to Mosque School)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of after-school clubs)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying any patterns or trends for specific groups (e.g. the number of racist incidents)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6 Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of school life and our curriculum. This includes actively promoting our Christian values of respect, compassion, honesty, forgiveness and responsibility and discussing what behaviour and actions that demonstrate or do not demonstrate these values. It also includes teaching in RE and citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as before and after school sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach e.g. Chadsgrove Special School, Worcestershire Children First, community groups who reflect the cultural backgrounds of the children and families in our school community such as the local Mosque.

## 7 Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8 Equality objectives

The Trust has agreed the following Equality Objectives which this school will use to form specific objectives to ensure delivery of Trust Objectives

## 9 Equality Objectives

### 9.1 Trust Objectives

The Trust will not discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (which includes colour, nationality and ethnic or national origins), religion or belief, sex or sexual orientation. It will not discriminate because of any other irrelevant factor and will build a culture that values meritocracy, openness, fairness and transparency.

The following have been identified as trust equality objectives:

- Implement and utilise the Information systems to enable more effective analysis of data including recruitment, promotion, pay, redundancy and disciplinary by protected characteristics (where data is available), and act on any trends or patterns in the data that require action to be taken to close any gaps between those who have protected characteristic(s) and those who do not
- Reduce the gap between the achievement of disadvantaged pupils and their peers nationally.
- Removing or minimising disadvantaged suffered by people which are connected to a particular characteristic they have (eg disability or learning English as an additional language).
- Ensure all senior leaders and directors benefit from diversity equity and inclusion training in 2023-24, covering an introduction to DEI, intersectional approaches, representation, and diversifying the curriculum. As part of DEI strategy, cascade all training to ensure all colleagues and those responsible for governance have increasing knowledge and confidence.

### 9.2 School Objectives

## Objective 1

**Promote the school's inclusive ethos and developing understanding and respect for differences, with specific regard to disabilities and special educational needs.**

Why we have chosen this objective: The cultural and linguistic diversity in our school community has a high profile, is celebrated and deeply valued. Despite the school's inclusive ethos, among some of the cultural backgrounds represented in our school community, there is a real stigma associated with disability and special educational needs. This can sometimes mean that parents are unwilling to accept that their child would benefit from the additional support that is needed in order for their child to excel.

To achieve this objective we plan to:

- 1) Signpost parents to support respectfully and clearly when additional support is needed. Ensure these conversations take place face to face and with an interpreter if necessary.
- 2) Celebrate the skills, talents and qualities that people with special educational needs and/or disabilities have with our school community e.g. through assemblies, protected characteristics, educational visits etc.
- 3) Purchase year group feature books that include people with disabilities and include authors from a diverse range of backgrounds that can be accessed both inside and outside of the library.
- 4) Ensure our PSHCE curriculum and assembly themes reflect current issues and recurring themes on CPOMS and Arbor.
- 5) Ensure that the curriculum promotes role models that pupils positively identify with, which reflects the community's diversity in terms of race, gender and disability.
- 6) Provide a rich range of experiences, both in and beyond the school through our curriculum

## Objective 2

**To ensure provision is available for students who are disadvantaged and promote support for families to reduce barriers to learning.**

Why we have chosen this objective: We want to help break the link between disadvantage and performance by supporting disadvantaged pupils to achieve their full potential.

To achieve this objective we plan to:

- 1) Implement 'My Happy Mind' to give our children the skills to thrive in tomorrow's world.
- 2) Expand the library provision and access to texts so that every child has access to a quality book.
- 3) Closely monitor the performance of pupil premium children to ensure the funding is having the desired impact.
- 4) Utilise our family support worker to make personal connections with families in need.
- 5) Ensure all monitoring focuses on feedback to teachers of their most vulnerable groups.

## Objective 3

**Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.**

Why we have chosen this objective: The drive for continued school improvement and the continued focus on the high profile of British values within school.

To achieve this objective we plan to:

- 1) Review systems for recording and dealing with incidents
- 2) Provide specific British Values displays throughout the school year.
- 3) Run E-safety workshops for pupils and parents
- 4) Facilitate anti-bullying workshops, themed weeks and assemblies
- 5) Develop children's learning and first-hand experience of different faiths and cultures
- 6) Audit the teaching of British Values across the school

## 10 Monitoring arrangements

The Local Governing Board of St. George's C of E First School and Nursery will update the equality information we publish, described in sections 4-8 on an annual basis.

## 11 Links with other policies

This document links to the following policies:

- Accessibility plan and Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour Management Policy
- Curriculum Policy
- Special Educational Needs Policy
- Risk assessment
- Early Help Offer /Supporting Families
- New arrivals/Pupil Induction Policy
- Collective Worship Policy
- Educational Visits Policy